

PHYSICAL ACTIVITY



Objectives

Learn ways one can be physically active.

Learn the benefits of physical activity.

Supplies Needed

November

Pick a **better** snack™ & ACT bingo card

Physical Activity Teller

Background

Healthy habits we learn as children can become lifelong habits that affect our well being later in life. Physical activity plays an important part in building strong bones and muscles. It also helps keep bodies healthy and prevents diseases later in life, such as heart disease and cancer. Having fun with physical activity while at a young age will encourage continued physical activity resulting in a healthy active lifestyle.

Brains need lots of oxygen. This need is satisfied with adequate heart and lung development (which is done through physical activity). Unfortunately, less than half of all children exercise enough to develop a healthy heart and lungs.

Physical activity has a host of health benefits.¹

- Strengthens the heart
- Strengthens muscles and bones
- Increases energy (to play longer)
- Allows performance of more work with less effort (carry my toys without becoming tired or needing help)
- Reduces stress and tension (get along better with others)
- Improves ability to learn (get homework done faster)
- Increase self-confidence and self-esteem (greater social opportunities)

Elementary age students should be active 60 minutes most days of the week. Being active as a child will make it easier to be active when they are adults. Physical activity is essential for a happy, healthy lifestyle.

¹National Association for Sport and Physical Education, Physical Best Activity Guide, Elementary Level

Web Site Resources

www.idph.state.ia.us/pickabettersnack
www.mypyramid.gov

Do the Activity: Physical Activity Teller

Hand out one of the Physical Activity Teller sheets to each of the youth. Have the youth follow the steps below to fold.

- Step 1: Cut the paper along the solid line making an 8-½ inch square.
- Step 2: Fold the square in half and then fold in half again so that you have a 4-inch square. Open the paper up.
- Step 3: Turn the paper over so that the printed side is face down. Fold each corner so that the point of the corner matches the center of the paper. You now have a six-inch square.
- Step 4: Keeping the paper folded, turn the paper over and again fold in the corners to the center. The fruits will now be facing up
- Step 5: Fold in half. Pick up your folded paper and insert a finger into each flap of the “Physical Activity Teller”

To play the game the youth will find a partner. The partner will pick Play, smart, play, or hard. You will then spell out the word picked, opening and closing the “Physical Activity Teller” for each letter. They will then pick a fruit or vegetable from one of those showing. You will then open the flap and the partner must do the physical activity listed. Repeat so that each person gets a chance.

Talk It Over:

What were some of physical activities in your game? *biking, jumping, walking, skipping, jumping jacks, touching toes*

Have you done all of these activities before?

How often do you do physical activity?

Where do you usually do physical activity?

Why is it important to be physically active? *Being physically active gives you the energy you need to do everyday activities such as working, playing, listening and participating in class, doing a good job on your homework, playing and moving about.*

Apply:

What are some ways you could get more physical activity into your daily activities? *Walk to school, play outside after school, move more at recess, ride you bike a friends house*

Ask the students:

What are some activities you could do in November outdoors with your friends?

What are some activities you could do with your family?

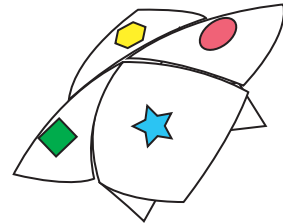
What are the activities on the November bingo card?

- Play
- Walk
- Stretch
- Climb
- Swing
- Skip
- Toss
- Jump
- Dance
- Ride

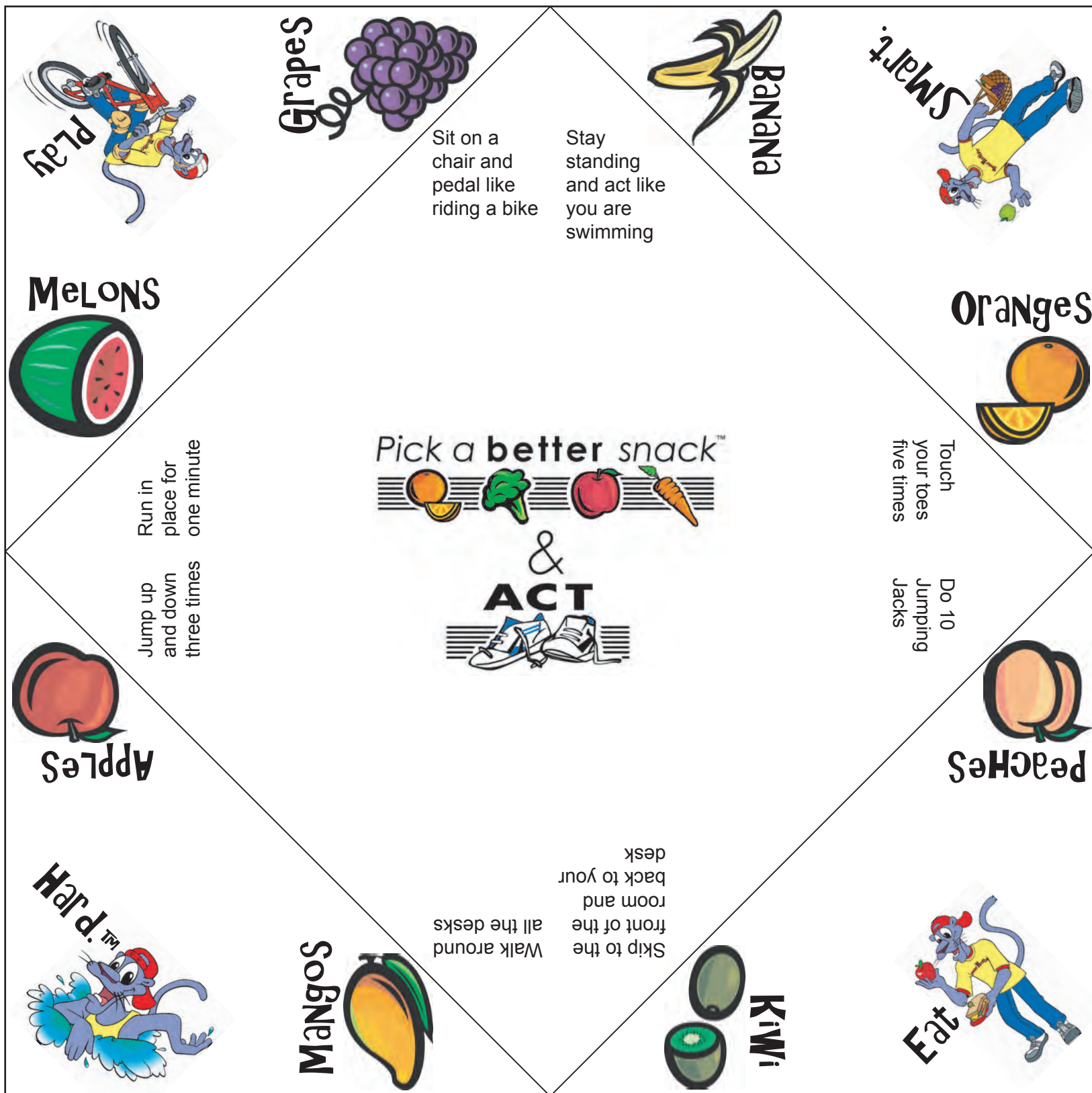
Discuss the activities with the students. Are there any activities that may be more challenging than others to do? What are some simple solutions for this? Remind students to be creative with the bingo card. For example, the climb square could be climbing a jungle gym, a rope, a climbing wall, a tree, etc.

Physical Activity Teller

- Step 1: Cut the paper along the solid line making an 8" square.
 Step 2: Fold the square in half, and then in half again so that you have a 4" square. Open the paper up.
 Step 3: Turn the paper over so the printed side is face down. Fold each corner so the point of the corner matches the center of the paper. You now have a 6" square.
 Step 4: Keeping the paper folded, turn the paper over and again fold in the corners to the center. The fruits and vegetables will now be facing up.
 Step 5: Fold in half. Pick up your folded paper and insert a finger into each flap of the Physical Activity Teller.



Cut Along This Line



November - Lesson Plan Grades 2-3

THE COLOR way



Objectives

Identify at least one new colorful fruit or vegetable that could be eaten for lunch.

Learn new ways to eat colorful fruits and vegetables.

Supplies Needed

November

Pick a **better** snack™ &
ACT bingo card

The Color Way Fruit and
Veggie Guide

"Colorful Eating" worksheet

"How Many Fruits and
Vegetables Did I Eat
For Lunch?" worksheet

"Pick a **better** snack™
Certificate of Achievement"
worksheet

Background

November is the last month that Pick a **better** snack™ the Color Way will be highlighted. The messages are:

- Eat more fruits and vegetables for snacks, and
- Eat a variety of fruits and vegetables by choosing different colors each day.

MyPyramid offers two additional messages. "Focus on fruits" emphasizes whole fruits over fruit juice. "Vary your veggies" encourages children and adults to eat a variety of vegetables with particular emphasis on two colors: dark green and orange. Children in the United States eat too many white potatoes, especially French fries. Baked sweet potato wedges would be a better choice but many kids have never tasted a sweet potato. They also might enjoy a Taco Tater that uses tomatoes or salsa to top off a plain baked potato. Pick a **better** snack™ the Color Way activities can open the door to a flavor-filled, colorful diet!

Think about flowers and the variety of colors and smells that they produce. What a shame it would be if there were only daisies in flower gardens. Fruits and vegetables offer the same kind of variety. Color can be thought of as a sign or code that signals there are particular vitamins and other nutritious chemicals in that fruit or vegetable. The dark green and orange vegetables are particularly nutritious; therefore, they receive special attention in MyPyramid.

A rainbow of colorful recipes are provided on the Pick a **better** snack™ web site at the Iowa Department of Public Health. Google "Pick a better snack the color way" or go to http://www.idph.state.ia.us/pickabettersnack/the_color_way.asp. The Taco Tater recipe can be found among the avocado recipes!

MyPyramid web site provides recommendations for the quantity an individual should eat of each food group. This is based on age, gender, and level of physical activity. The more advanced tools on the web site (i.e. My Tracker) incorporate an individual's weight, as well. In general, children should be encouraged to eat a total of three to four cups of fruits and vegetables each day.

Web Site Resources

www.idph.state.ia.us/pickabettersnack
www.fruitsandveggiesmorematters.org
www.mypyramid.gov/kids/index.html

**Do the Activity:
Colorful Eating**

Refer to The Color Way Fruit and Veggie Guide.

Pick a **better** snack™ the Color Way encourages children to eat from five different color groups: red, white, yellow/orange, green, and blue/purple. Select five sheets of colored paper representing each color group. Divide the class in to two groups. Alternate asking each group to identify a fruit or vegetable that matches the colored paper that you show to them. Once a fruit or vegetable has been mentioned it can't be used again unless it is placed in a different color group. *For example, green apple and red apple*

Do not emphasize a right or wrong answer for classifying by color; the main message is eat a variety of colors. A guide to fruit and vegetable colors is attached.

Review Shawna's lunch menu on the Colorful Eating activity sheet. Discuss how important it is to eat fruits and vegetables with different colors at each meal. Ask children to brainstorm about ways to add color to Shawna's lunch. Write the ideas on the board. Have the children write down their favorite idea that they would like to try in the next week.

Talk It Over:

Ask for volunteers to share their lunch ideas. Can they think of ways to improve the color of the cafeteria menu? The class could present the ideas to the cafeteria manager.

Apply:

Pass out the bingo card for November. Ask kids to name the colors of fruits and vegetables that are featured on the card. Which ones have they tasted before? Which ones are new? If your school or program provides tasting opportunities, assure the kids that they will have a chance to try one or more of the featured fruits and vegetables.

The pear on the card looks green. It may turn another color as it ripens. What is that color? (yellow) What color is found inside the pear? So what are the three colors that could be provided by a pear? *green, yellow, white*

Refer to activity sheet, How Many Fruits and Vegetables Did I Eat for Lunch? Ask the children to record for one week the

different fruits and vegetables they eat each day for lunch. Color in a square for every fruit or vegetable with a crayon that represents the appropriate color group. It should not be introduced as a competition. At the end of the week, every child that consumed more than one color should receive a certificate of success (see worksheet) or a bookmark. Ask your program coordinator if bookmarks are available.

Extend the Activity



Art, Music & PE

Teacher and students design a classroom collage using a variety of colorful pictures and photos of their favorite fruits and vegetables.



Language Arts & Reading

Read If You Give A Mouse A Cookie by Laura Joffe Numeroff, Harper & Row, 1985. Then create books starting with giving a mouse (or other animal) one plain bowl of oatmeal (or bowl of plain corn flakes or plain piece of bread). Students can create sequential books by adding nutritious and colorful fruits and vegetables. Share books with reading buddies.



Math

A student measurement center can be created for students to explore the various suggested serving sizes. What does $\frac{1}{2}$ cup look like? How about 1 cup? Use a variety of pasta sizes to measure and compare.



Science & Health

Second grade: Have students look up information about fruits and vegetables that are unfamiliar to them.

Third grade: Start a discussion about color and nutritional content. An orange is high in vitamin C. Are all orange colored fruits high in vitamin C? Investigate! How about orange colored vegetables?



Social Studies

Help students gain a better understanding of the importance of proper nutrition for children in developing countries. The following web site has lesson plans on the subject.

www.planusa.org.

Read One Grain of Rice by Demi, Scholastic Press, 1997. A reward of one grain of rice doubles day by day into millions of grains of rice when a selfish raja is outwitted by a clever village girl.

THE COLOR WAY

Blue/Purple Group

Blackberries,
Blueberries, Black Currants,
Dried Plums, Elderberries,
Purple Figs, Purple Grapes, Plums,
Raisins

Purple Asparagus, Purple Cabbage,
Purple Carrots, Eggplant,
Purple Peppers,
Potatoes (purple fleshed)



Green Group

Avocados,
Green Apples, Green Grapes,
Honeydew, Kiwifruit, Limes,
Green pears

Artichokes, Arugula, Asparagus,
Broccoflower, Broccoli, Brussels Sprouts,
Chinese Cabbage, Green Beans, Green
Cabbage, Celery, Chayote Squash,
Cucumbers, Leafy Greens, Leeks, Lettuce,
Green Onion, Okra, Peas, Green Pepper,
Sno Peas, Sugar Snap Peas,
Spinach, Watercress,
Zucchini



White Group

Bananas,
Brown Pears, Dates,
White Nectarines, White Peaches

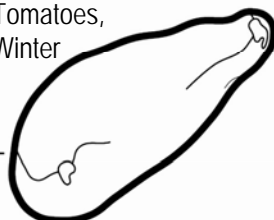
Cauliflower, Garlic, Ginger,
Jerusalem Artichoke,
Jicama, Kohlrabi, Mushrooms, Onions,
Parsnips, Potatoes (white fleshed),
Shallots, Turnips,
White Corn



Yellow/Orange Group

Yellow Apples,
Apricots, Cantaloupe,
Grapefruit, Lemon, Mangoes,
Nectarines, Oranges, Papayas,
Peaches, Yellow Pears, Persimmons,
Pineapples, Tangerines, Yellow Watermelon

Yellow Beets, Butternut Squash, Carrots,
Yellow Peppers, Yellow Potatoes, Pumpkin,
Rutabagas, Yellow Summer Squash,
Sweet Corn, Sweet Potatoes,
Yellow Tomatoes,
Yellow Winter
Squash



Red Group

Red Apples,
Blood Oranges, Cherries,
Cranberries, Red Grapes,
Pink/Red Grapefruit, Red Pears,
Pomegranates, Raspberries,
Strawberries, Watermelon

Beets, Red Peppers, Radishes,
Radicchio, Red Onions, Red Potatoes,
Rhubarb,
Tomatoes



THE COLOR WAY

Colorful Eating

You should eat colorful fruits and vegetables at each meal every day. Think about the five color groups

Red Yellow/Orange White Green Blue/Purple

Can you add colorful fruits and vegetables to Shawna's lunch?

Shawna

Lunch menu: ham and cheese sandwich, pretzels, cookies

Ways to add some color:	Color added:
1. _____	_____
2. _____	_____
3. _____	_____

In the next week I want to add more color to my lunch by eating more fruits and vegetables. Here is how I plan to do it:

Adapted from: Colorful Eating, www.5aday.com

THE COLOR WAY

How many fruits and vegetables do you eat at lunch? Are you eating from all five color groups? Let's find out! In the chart, color a block each time you eat a fruit or vegetable at lunch. Be sure to color it the same color as the group it belongs in.

How Many Fruits and Vegetables Did I Eat For Lunch?

	Monday	Tuesday	Wednesday	Thursday	Friday
Blue and Purple Group					
Green Group					
White Group					
Yellow and Orange Group					
Red Group					
Number of Fruits and Vegetables I Ate at Lunch					

Teacher's Resource: This page could be laminated and reused as a daily activity following lunch.

Adapted from *Is There A Rainbow on Your Plate?* www.5aday.com.

CERTIFICATE *of* ACHIEVEMENT

This certificate acknowledges that

child's name

ate colorful fruits and vegetables this week.

WAY TO GO, _____

child's name

Keep up the *good* eating
habits.

Pick a **better** snack



Signed _____

CERTIFICATE *of* ACHIEVEMENT

This certificate acknowledges that

child's name

ate colorful fruits and vegetables this week.

WAY TO GO, _____

child's name

Keep up the *good* eating
habits.

Pick a **better** snack



Signed _____